

muss er sich darüber im Klaren sein, dass seine Akzeptanz immer wieder und auch in anderen Situationen in Frage gestellt wird. Er wird sich immer wieder kritischen Blicken ausgesetzt sehen, und zwar nicht nur an der Hochschule, sondern auch im öffentlichen Raum, wo er häufiger in Polizeikontrollen geraten könnte.

Список литературы

1. Franzke B., Henfling R. Interkulturelle Kompetenz Deutschland und Russland – 20 Critical Incidents mit Lösungsmustern. Projektskizze zur Publikation. – W. Bertelsmann Verlag: Bielefeld, 2017. – 150 S.

Abidullah, Г.И. Драчева

Уральский федеральный университет имени первого Президента России Б.Н. Ельцина
Екатеринбург, Россия

A touch to a broad topic: The role of intercultural communication in sharing ideas and experiences among students

В статье рассматриваются вопросы взаимоотношений между студентами из различных культур с точки зрения социальных, образовательных и культурных аспектов. Особое внимание уделяется вопросам развития компетенций в рамках университетского образования, а также вопросам преодоления культурных и социальных проблем в образовательной среде.

Intercultural communication:

The world is developing due to technological advancement and interaction among different nations. The concept of borders between countries has been removed in the era of globalization and resulted in the cultures interacting with each other. People of different countries are interacting through different means (Yaser et al., 2015). The intercultural communication can be more precisely defined as the interaction between those people whose cultural perceptions and symbols are different from each other (Samovar et al., 2009). Communication in the sphere of education by inviting foreign students not only helps to raise the status and rank of the university but also serves as a link in developing the relations between states (Inna et al., 2016).

Exchanges of Ideas

Academics need to be aware of intercultural communication to improve communication and learning skills of foreign students (Sara et al., 2016). The diverse culture in the institutions push the academics to discuss global issues which continuously upgrade important skills and knowledge of students. They are learning to survive in culturally diverse environment (Knight, 2008). The stronger connections among the students can make it possible to provide a suitable environment to keep cultural heritage and provide a better learning environment (Kate et al., 2016). It has been found that the interaction of students from different cultures increases the knowledge and skills of foreign students. They will apply these skills and knowledge in their practical working environment (Angela et al., 2017). Involving students into discussions, solving tasks and making decisions build strong relationships. To include cultural diversity into a program is a creative approach to solving a problem and creating new ideas (Yener, 2013). The study program abroad develops the knowledge in different spheres which are part of the country's culture, their daily life, food and politics (Lori et al., 2015). The perceptions of foreign students staying abroad help them understand various cultures which develop their problem-solving abilities, tolerance and intercultural competences (Binnur et al., 2016).

Discussion

Most developed countries and their universities offer scholarships and different exchange programs to foreign students. This relationship between universities and countries are producing a lot of experts in

different fields but due to the lack of focus on minor things sometimes the intercultural communication becomes incomplete and inefficient. People living in different parts of the world have different culture symbols and perceptions which we sometimes come across even in the same culture (Binnur et al.,2016). Studying abroad for a very short period of time makes it more difficult for students to adjust to a different cultural environment (Lori et al.,2015). Another problem the foreign students face is the medium of communication and the learning environment which is totally different with the one they are used to (Inna et al.,2016).

Conclusion and Recommendations

The gaps in literature on intercultural communication within the education context shows that this topic needs a lot of consideration and needs to be investigated further. Intercultural communication is of great importance and it affects the learning ability of students in every aspect. Transferring knowledge and skills needs the proper medium of communication; some symbols mean one thing in one culture but they can be interpreted differently in another culture. Thus, there are some useful and effective recommendations.

Firstly, when a university or country is offering scholarships or exchange programs, clear description of purpose of invitation and the language of education may be very helpful before selecting the candidate. It will make the scenario clear for applicants to match the profile of their previous programs with the one they are going to apply for.

Secondly, they need proper guidance about everything e.g. the learning environment in which they will receive further education. This guidance may be very helpful for foreign students to understand what they are going to learn and it will save their time in stating the purpose of electing to study in a foreign country.

To learn different things about the host country culture, they need proper and pleasant interaction with local students. Here the role of university is important in providing equal non-discriminative environment to bring all students of different cultures to one platform to exchange different cultural experiences.

Furthermore, not only they need the environment where they can share the norms, values and beliefs of their culture but also brainstorming platforms where they can share and create new ideas.

Universities are using different ways to help international students overcome these problems. Student unions and buddy systems in different universities handle foreign students' problems on the whole but they do

not get proper rewards, encouragement and motivation for this work. The members of students' unions and buddy system also have their own study routine because of that they are unable to give proper time to problems of foreign students. Theoretically, all the above observations can bring some additional information to universities and literature concerning the issue of how to create a better learning environment for foreign students by providing them with a proper platform for studies and interaction.

Список литературы:

1. Binnur (2016). How do mobility programs increase foreign university students' Intercultural Awareness? *Procedia Social and Behavioral Sciences*, Issue (232), Pp 569-574.
2. E. Angela, T. A (2017). Nursing Students International Learning via Internationalization at Home: A Qualitative Manuscript. Retrieved doi: 10.1016/j.nedt.2017.02.003.
3. Inna, A. N (2016). Foreign Students in the Soviet Union and Modern Russia Problems of Adaptation and Communication. *Procedia Social and Behavioral Sciences* Issue (236), Pp 296-300.
4. Jane Knight (2008). Higher education in turmoil. The changing world of internationalization. *Global Perspective on higher education*. Pp 28-29.
5. Kate, A.L (2016). Learning and adaptation with regard to complimentary medicine in a foreign context: Intercultural experiences of medical students from different cultural backgrounds. *International journal of intercultural relations*. Issue (5) Pp 55-65.
6. Lori, T.M (2015). Intercultural knowledge development: Evidence from students interviews during short-term study abroad. *International journal of intercultural relations*. Issue (49), Pp 80-99.
7. Sara, M.A (2016). Strategies used by nurses, academics and students to overcome intercultural communication challenges. *Nurse Education in Practice*. Issue (2016), Pp 71-78.
8. Samovar, P.M (2009). *Communication between cultures* 7th edition. Chapter 1, Pp 11-12.
9. Yaser, G.S (2015). The Impact of peace education programme at university on university students' intercultural sensitivity. *Procedia Social and Behavioral Sciences*. Issue (174), Pp 2301-2307.

10. Yener Keles (2013). What intercultural communication barriers to exchange students from Erasmus program have during their stay in Turkey Mugla? Procedia social and Behavioral Sciences. Issue (70), Pp 1513-1524.

А.А. Белозерова, Л.И. Корнеева

Уральский федеральный университет имени первого Президента России Б. Н. Ельцина
Екатеринбург, Россия

Модели межкультурной компетенции в немецкой межкультурной дидактике

Данная статья посвящена проблеме межкультурного обучения и воспитания, ключевой целью которого является развитие межкультурной компетенции. В статье приведено описание и характеристика моделей межкультурной компетенции, которые используют в межкультурной дидактике в Германии и могут применяться в ходе обучения и воспитания студентов-лингвистов теории и практике межкультурной коммуникации в России.

Modelle interkultureller Kompetenz in der deutschen interkulturellen Didaktik

Die Linguisten müssen in Rahmen ihrer professionellen Tätigkeit mit den Situationen interkultureller Zusammenwirkung zu tun haben. Eine ihrer wichtigsten Aufgabe wäre die Vermeidung der Konfliktsituationen interkultureller Kommunikation und Hilfe bei deren Entstehung. Gerade deswegen ist interkulturelles Lernen unbedingt in Lernprozess der Studierenden linguistischer Fachrichtungen zu realisieren.

Unter interkulturellem Lernen versteht man ein Prozess des Wissenserwerbes über fremde Kulturen, sowie eine Entwicklung der Kompetenzen, die für die interkulturelle Interaktion mit den Vertretern